



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1900 W. Thomas Road, Phoenix, AZ 85015

Phoenix Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Juvenal L. Lopez  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 9-12  
 Web Address : PUHSD@phxhs.k12.az.us  
 Phone Number : (602) 764-8008  
 Fax Number : (602) 452-5302  
 E-mail : jlopez1@phxhs.k12.az.us

### Mission

Metro Tech High School's mission is to provide a standard-based learning environment that promotes the integration of academic and career studies to ensure student achievement.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Using the data from the 2004-2005 AIMS Math test, we will reduce the percent of students in the Falls Far Below Category by 50% on the 2005-2006 test.
- ü Using the data from the 2004-2005 AIMS Writing test, we will decrease the percent of students in the Fall Far Below Category by 50% on the 2005-2006 test.
- ü Using the data from the 2004-2005 AIMS Reading test, we will decrease the percent of students in the Falls Far Below Category by 50% on the 2005-2006 test.

### Enrollment

October 1, 2005 School Year Student Enrollment : 2464  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 18

## Instructional Programs

- Ü Integrated Career & Academic Curriculum
- Ü School-to-Work
- Ü Core Academic Classes
- Ü Honors Credit
- Ü Academic Decathlon

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

We communicate school goals/expectations to parents, assure students a safe environment in/out of classroom, keep parents current with activities on campus, include parent participation in decision-making/notify them on discipline/attendance matters.

### Parents

Parents are responsible to their children and to their school. They must be example setters. We create a healthy environment to grow, question, and develop with guidance. They must monitor child's attendance and participation in/out of the classroom.

## Transportation Policy

We work with the City of Phoenix Public Transportation System to provide appropriate bus routes for our students. We also have magnet bus routes throughout the city and buses from each comprehensive campus to Metro Tech for dual students.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Scholarship to Stanford	2005
Ü C-CAP Scholarships	2005
Ü C-CAP Scholarships	2004
Ü Most Promising Career Program (Carpentry)	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	319	5965	71130	99	100	95	685	683	701	31	36	23	18	17	13	47	43	51	4	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	166	3050	35465	98	100	96	684	684	702	30	32	21	23	19	13	45	45	53	2	4	13
Male	153	2915	35648	100	100	94	687	681	701	33	40	24	13	16	12	48	40	50	5	5	14
African American	NC	576	3868	NC	100	95	NC	676	686	NC	42	33	NC	18	17	NC	37	45	NC	4	6
Hispanic	279	4559	25103	99	100	95	684	680	685	32	37	34	19	18	16	46	42	45	3	3	5
Asian/Pacific Islander	--	82	1805	--	100	98	--	713	731	--	16	9	--	9	7	--	55	50	--	21	34
American Indian/Alaskan Native	NC	214	4241	NC	100	90	NC	686	679	NC	32	39	NC	15	19	NC	49	39	NC	4	3
White	25	534	36075	100	100	95	697	704	715	16	21	12	12	13	9	60	51	58	12	15	21
Students with Disabilities	42	683	5862	98	100	71	652	648	658	76	72	63	12	13	15	12	13	20	NA	2	2
Students without Disabilities	277	5282	65268	99	100	98	690	686	705	25	31	19	19	18	12	52	46	54	4	5	15
Limited English Proficient Students	50	1115	4859	98	100	93	668	661	662	58	66	64	20	16	15	22	17	20	NA	0	1
Migrant Students	NC	14	786	NC	100	95	NC	695	681	NC	21	38	NC	36	18	NC	36	41	NC	7	4
Economically Disadvantaged	265	4233	22957	99	99	93	684	681	685	32	37	34	19	18	17	45	42	44	3	3	5
Non-Economically Disadvantaged	54	1732	48173	98	100	96	690	688	709	26	34	17	15	16	11	54	43	55	6	8	18

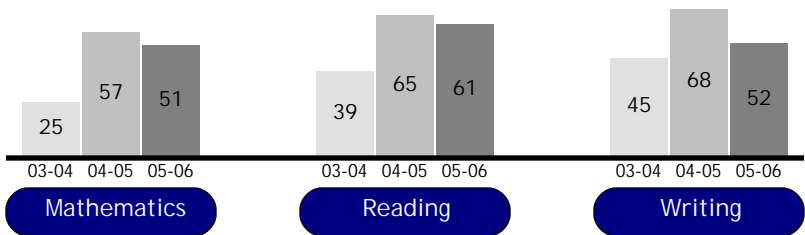
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	324	6161	73018	99	100	97	684	680	703	7	10	6	32	36	23	60	51	64	1	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	169	3143	36181	99	100	97	685	684	708	6	8	4	33	34	21	62	55	65	NA	3	9
Male	155	3015	36816	99	100	96	683	676	699	9	13	7	32	39	24	57	47	62	2	2	7
African American	NC	601	3976	NC	100	96	NC	680	689	NC	10	8	NC	34	29	NC	53	59	NC	3	3
Hispanic	283	4709	25801	99	100	96	683	676	683	8	11	10	34	39	34	58	49	53	1	1	3
Asian/Pacific Islander	--	84	1812	--	100	98	--	708	722	--	2	3	--	25	15	--	63	66	--	10	16
American Indian/Alaskan Native	NC	219	4389	NC	100	93	NC	686	675	NC	7	9	NC	33	42	NC	59	47	NC	1	1
White	26	548	37024	100	100	97	707	711	721	NA	4	2	19	21	12	77	61	73	4	13	13
Students with Disabilities	45	721	7170	100	100	85	644	639	654	33	31	23	53	50	47	13	17	29	NA	2	1
Students without Disabilities	279	5440	65848	99	100	98	691	684	708	3	8	4	29	34	20	67	55	67	1	3	9
Limited English Proficient Students	52	1166	5099	100	100	95	650	639	641	19	30	29	65	61	59	15	9	12	NA	0	0
Migrant Students	NC	14	817	NC	100	96	NC	671	667	NC	14	15	NC	43	44	NC	43	39	NC	NA	1
Economically Disadvantaged	269	4384	23912	100	100	94	682	676	681	9	11	10	35	39	36	56	49	52	1	2	2
Non-Economically Disadvantaged	55	1777	49106	98	100	98	698	690	714	2	8	4	20	30	16	76	56	69	2	6	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	323	6157	72810	99	100	96	676	667	685	3	9	6	45	42	30	50	46	58	2	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	169	3142	36111	99	100	97	682	676	695	2	6	4	38	36	23	58	55	65	2	3	8
Male	154	3013	36678	99	100	95	669	657	674	5	13	9	52	49	36	42	38	52	1	1	3
African American	NC	602	3962	NC	100	96	NC	667	675	NC	10	8	NC	37	33	NC	50	55	NC	2	3
Hispanic	282	4705	25735	99	100	96	675	664	669	3	10	10	47	45	41	48	44	48	2	1	2
Asian/Pacific Islander	--	84	1809	--	100	97	--	693	704	--	5	4	--	30	19	--	61	65	--	5	13
American Indian/Alaskan Native	NC	220	4370	NC	100	92	NC	679	670	NC	7	9	NC	34	39	NC	55	50	NC	4	2
White	26	546	36915	100	100	97	692	687	697	NA	5	3	35	32	21	65	57	67	NA	6	8
Students with Disabilities	44	717	7071	98	100	84	641	626	634	14	26	24	77	55	53	9	16	21	NA	3	1
Students without Disabilities	279	5440	65739	99	100	98	681	672	689	2	7	4	40	40	27	57	50	62	2	2	6
Limited English Proficient Students	52	1164	5046	100	100	94	650	622	621	10	29	31	73	61	56	17	10	12	NA	0	0
Migrant Students	NC	14	812	NC	100	96	NC	655	654	NC	14	15	NC	36	51	NC	50	34	NC	NA	0
Economically Disadvantaged	267	4383	23814	99	100	94	674	664	667	4	10	10	47	44	41	47	44	47	2	1	2
Non-Economically Disadvantaged	56	1774	48996	100	100	97	683	675	693	2	8	4	34	37	24	64	51	64	NA	4	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	24	NA	42	99	40	40	51	95	37	37	52
	Language	97	22	26	42	99	41	40	50	95	41	37	50
	Mathematics	96	40	44	63	99	40	38	50	95	39	35	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 12 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Schedule
- Ü Staff Selection
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	107.00
Other Professional Staff	15.00	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	2	8	1	0
7 to 9 years	4	14	1	0
10 or more years	14	50	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	243
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Technology Center
- Ü 30 Specific Career Labs

Extracurricular Activities

- Ü National Honor Society
- Ü VSOs (Skills USA, FBLA, DECA)
- Ü MECHA
- Ü Art Club
- Ü Multicultural Club
- Ü Helping Hands

Social Services

- Ü Child Care Center
- Ü Health Services
- Ü Job Placement Services
- Ü CUTS
- Ü Student Services Team
- Ü Social Worker
- Ü Psychologist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The staff at Metro Tech High School has been reorganized into content-specific Professional Learning Communities. Each PLC team has identified one or two SMART goals and developed an action plan that focus on student achievement.
- ü The 9th and 10th grade teachers implemented a Readers/Writers workshop focused on research-based strategies to improve reading and writing.
- ü We met the Annual Yearly Progress under No Child Left Behind.
- ü We achieved the 'Performing' label under Arizona Learns.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	65	89	88	73
Graduation Rate <sup>6</sup>	87	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Dean of Students oversees student discipline and provides students with behavior skills/timely intervention strategies. Perimeter fencing enforces a closed campus policy. A School Resource Officer maintains high visibility during school hours. At Metro Tech High School 94.1% of our students did not have a single disciplinary incident. However, 5% of the students had one incident and .4% had two or more incidents.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Frank Rasmussen	(602) 764-8008
Transportation Policy	Gene Moore	(602) 764-1612
Community Resources	Krystal Rogers	(602) 764-8048
School Nutrition Programs	Terri Willett	(800) 764-8029
Parent Organization	Barbara Troutman	(602) 764-8000
Student Health/Nurse	Colleen Holman	(602) 764-8021

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.